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ABSTRACT

Project CAREERS is a Title VII bilingual program operating at three Queens, New York high schools (William C. Bryant, John Bourne, and Hillcrest). The program provides intensive instruction in English as a second language (ESL), native language arts, and bilingual instruction in mathematics, science, and social studies to Hispanic, Chinese, and Haitian students. Emphasis is placed on bilingual career awareness and training, as well as the cultural and ethnic heritages of the student participants. An evaluation of academic year 1983-84, the first year of funding, found that most students surpassed program objectives for English language achievement, but objectives were not met in content-area and business/health careers. Student achievement data varied from site to site, and no data were provided to assess the native language arts and drop-out rate objectives. The evaluators found that the non-instructional component of the program was not developed during 1983-84. Proposed staff training sessions and staff development activities were not conducted, and curriculum development did not occur. None of the schools had established the proposed ESL/Americanization classes for the families of participants, although important links with parents were being developed at each site. Recommendations are offered for improving the overall effectiveness of the program, focusing on site selection, role of the central administration, magnet programs, staff development, parental involvement, curriculum development, computer assisted instruction, data collection, evaluation objectives, and the particular needs of each different program site. (KH)

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PROJECT CAREERS

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-830-2145

PROJECT CAREERS

1983-1984

Project Director:
Mr. Angelo Gatto

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Vincent J. DiMartino, Evaluation Consultant
Margaret H. Scorza, Editorial/Production Coordinator
Martin Rouse, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

A SUMMARY OF THE REPORT

This multi-site project, in its first year of funding, proposed to provide instruction in intensive English as a second languge (E.S.L.) and native language arts, in addition to bilingual instruction in mathematics, science, and social studies to 385 Hispanic, Chinese, and Haitian students of limited English proficiency in grades nine through twelve at three New York City high schools in Queens. The participating sites included Andrew Jackson High School, John Bowne High School, and William Cullen Bryant High School. Forty-seven percent of the program students were Asian-born; most of these students were born in Taiwan. Spanish-speaking students comprised 50 percent of the program population; of these, the largest number were European-born. Students varied widely in English proficiency, ability in their native languages, and overall academic preparedness.

The major instructional goals of the program were:

--To provide a program of instruction that would enable students to improve their basic academic skills in both English and their native language;

--To foster a positive self-concept through the study and appreciation of both students' native cultural heritage and American heritage;

--To encourage students to increase their academic achievement, to continue their studies, and to graduate; and

--To foster the acquisition of basic skills in health careers, law-related careers, and business education -- in addition to providing career orientation.

Title VII funds supported admininstrative, support services, and paraprofessional staff positions. The three project sites had established tax-levy E.S.L. programs prior to the inception of Project CAREERS; instructional services in E.S.L. were funded by a combination of P.S.E.N., tax-levy, and Chapter I monies. Native language arts instruction was provided at Bryant and John Bowne, but was not available for the Haitian Creole-speaking students at Andrew Jackson. In the content areas, students at Bryant participated in bilingual mathematics, biology, and social studies classes; however no bilingual instruction was offered to project students at John Bowne and Andrew Jackson. It was reported that these schools are presently developing bilingual courses to meet the needs of the CAREER students. Finally, to address the career-oriented project goals, both Bryant and John Bowne staff conducted individual and group guidance activities and assisted students in obtaining career and college information. Due to the difficulties in identifying a Haitian Creole-speaking resource specialist, this component had not been initiated at Andrew Jackson.

Although the project also proposed to provide a series of training sessions to meet the needs of staff members, no evidence of in-house staff development activities were reported at any project site. Additionally, the project proposed to develop materials in E.S.L., native language arts, and the content-areas; these activities were scheduled for summer 1984 and the second project year. None of the schools had established the proposed E.S.L./Americanization classes for parents and siblings of participating students. However, important links with the parents of bilingual students were being developed at each site.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mathematics, science, social studies, business, and health careers (teacher-made tests); attitude toward native cultural heritage (Language Cultural Heritage Attitude Scale); and attitude toward school (five-point scale inventory measuring interest in continuing education beyond the present grade). Quantitative analysis of student achievement data indicates that:

--Overall, students mastered an average of 1.6 and 1.5 CREST objectives per month of instruction in the fall and spring, respectively, attaining the program objective.

--Students were unable to reach the criterion in content-area and business/health careers courses in both the fall and spring.

--Project students at John Bowne met the proposed objective with regard to improvement in attitude toward school and cultural heritage.

The following recommendations are aimed at improving the overall effectiveness of the program:

--The Division of High Schools, which is responsible for the implementation of centrally-administered projects should consider formalizing agreements with schools which elect to participate in centrally-administered multi-site programs. Such agreements would specify the resources each school would provide as a basis for project functioning.

--At each site, there is a need for increased communication between the principal in charge of the program, the resource specialist, and the project director. Without such contact, on-site personnel stand a greater chance of being absorbed into the priorities of the school administrators rather than adhering to those outlined in the project proposal.

--In an effort to serve dispersed groups of LEP students, Central Board of Education decision-makers might consider developing magnet programs at chosen high school sites where services might be concentrated for smaller language groups with varying subpopulations.

--Title VII staff should be encouraged to enroll in university courses and to participate in the numerous conferences and activities sponsored by local, state, and federal bilingual agencies.

--Continuing efforts should be made to involve parents in program activities. In addition, the proposed parent E.S.L./Americanization classes should be initiated during convenient hours so that families could be introduced to American culture in such a way that they may support their children's education more effectively as well as take a more active role in U.S. society.

--Curriculum materials in the content areas, E.S.L., and native language arts should be developed as proposed. Communication with other bilingual programs serving similar populations should be established to avoid duplication of efforts.

--As proposed, a computer should be provided at each site and employed for computer-assisted instruction. Student profiles could be created to identify those students most in need of program services, and staff members could maintain up-to-date bilingual reference materials with the use of a computer.

--The bilingual program staff at William C. Bryant High School needs to further develop the project's career component by expanding the resource room to include career information for students' use and by establishing linkages with colleges and universities.

--At John Bowne High School, the native language arts should be expanded from one year to at least a two-year sequence, existing and new native language arts curriculum materials should be formalized, and bilingual courses in the content areas should be initiated as proposed.

--Once all staff positions have been filled at Andrew Jackson High School, project staff should continue to develop the program with help from the director and the staff at the two other sites. Efforts might be made to share experiences and materials with staff of other Haitian Creole bilingual programs in the area.

--The program should make efforts to provide data to evaluate the objectives as proposed.

--The program should consider revising the objective for achievement in the content areas, possibly based on current achievement in comparable mainstream classes.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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The Queens Borough Bilingual Education Career Institute
for New York City High School Students
PROJECT CAREERS

Central Location:	1171 65th Street Brooklyn, New York 11219
Participating Schools:	Andrew Jackson High School 207-01 116 Avenue Cambria Heights, New York 11411 John Bowne High School 63-25 Main Street Flushing, New York 11367 William Cullen Bryant High School 48-10 31st Avenue Long Island City, New York 11103
Year of Operation:	1983-1984, First year of funding
Target Languages:	Haitian Creole, Chinese, Spanish
Number of Participants:	375 students proposed/268 reported
Project Director:	Mr. Angelo Gatto

I. PROGRAM DESCRIPTION

BACKGROUND

Project CAREERS is a multi-site Title VII bilingual high school program that proposed to provide intensive instruction in English as a second language (E.S.L.), native language arts, and bilingual instruction in mathematics, science, and social studies to 375 Hispanic, Chinese, and Haitian limited English proficient (LEP) students at William C. Bryant, John Bowne, and Hillcrest High Schools in Queens. Additionally, the project was to emphasize bilingual career awareness and training, as well as the cultural and ethnic heritages of the target population. Proposed non-instructional services included guidance, staff and curriculum development, and E.S.L./Americanization classes for parents of student participants.

GOALS AND OBJECTIVES

Project CAREERS proposed the following instructional and non-instructional objectives:

-- to provide a program of instruction that would enable students to improve their basic academic skills in understanding, speaking, reading, and writing English;

-- to provide a program of instruction that will enable students to improve their basic academic skills in reading and writing in Spanish, Haitian Creole, or Chinese;

-- to foster a positive self-concept derived through the study and appreciation of students' native cultural heritage and of American heritage by interrelating with English-dominant peers;

-- to increase students' academic achievement;

-- to encourage students to continue their studies and to graduate;

-- to obtain more effective articulation between lower schools and high school;

-- to train staff so that they will be aware of the needs and problems of the bilingual students and will become more effective and skilled as bilingual educators;

-- to enlist parental support by increasing meaningful participation in the development and implementation of Project CAREERS;

-- to increase student attendance;

-- to establish at each of the sites a Bilingual Career Center staffed by a full-time bilingual specialist and open to all interested;

-- to provide bilingual instruction in basic skills and positive career orientation;

-- to foster the acquisition of basic skills in the fields of health careers, law-related careers, and business education;

-- to help develop the competencies and attitudes which will assure the development, maintenance, and institutionalization of Project CAREERS;

-- to encourage students to acquire practical skills by providing on-the-job experience in the "world of work" in the fields of international trade and business, foreign service careers, law enforcement, and health careers;

-- to let students understand the ways in which bilingualism can work for them by using successful bilingual careerists as volunteer mentors.

Specific student achievement objectives for 1983-84 included the following:

-- an appropriate increase in English language proficiency as indicated by mastery of one English syntax objective per twenty days of instruction demonstrated on the appropriate level of the Criterion Referenced English Syntax Test (CREST);

-- a significant increase in Haitian Creole, Spanish, or Chinese language achievement;

-- a grade of 75 percent or better (for 80 percent of the students) in the subject areas of mathematics, science, social studies, business, and health careers;

-- an improvement in attitude toward one's heritage as indicated by results on an appropriate Language Cultural Heritage Attitude Scale;

-- an improvement in attitude toward school as indicated by results on a 5-point scale inventory to measure interest in continuing education beyond their present grade;

-- a drop-out rate 10-15 percent less than that of mainstream students.

ORGANIZATION AND STAFFING

The project was administered under the jurisdiction of the Division of High Schools of the New York City Public Schools.

In the first program year, staff included a project director and project coordinator who were also responsible for overseeing three other centrally-administered Title VII programs, two resource specialists/

career advisors (one at William C. Bryant and one at John Bowne), three educational assistants, and three curriculum developers and three parent trainers who worked on an hourly basis (six hours per week).

The project director was responsible for administering the project and supervising the project staff, serving as liaison between the project and city, state, and federal offices, and conducting training workshops for staff members. The project coordinator assisted the director in budgetary and supervisory matters, served as liaison with on-site administrators, and coordinated program documentation and curriculum development. The major activities of the resource specialist/career advisors included testing and placing students in the program, providing counseling, guidance, and resource assistance in classrooms, and establishing and maintaining a bilingual career and resource center at each site. The educational assistants' responsibilities included assisting students in the classroom, providing individual and small group tutoring for students with academic difficulties, and assisting in the preparation of materials to reinforce basic skills.

On-site staff members were also supervised by the assistant principal for foreign language at each school.

II. STUDENT CHARACTERISTICS

Students were eligible for the project if they scored below the twenty-first percentile on the English version of the Language Assessment Battery (LAB). Other entry criteria included an evaluation of foreign transcripts, when available; performance on teacher-made tests to determine native language proficiency; a guidance interview; and parental permission. At William C. Bryant, 186 Hispanic and four non-Hispanic students were identified for project participation. Eighty-five percent of these students had been in this country from two to three years. Their academic abilities ranged from illiterate to highly educated. Most of the students in the program at this site were from Colombia and Ecuador.

At John Bowne, 82 Chinese LEP students were identified. Most of these students came to this country from Taiwan, mainland China, and Hong Kong with a great deal of formal education in their native language. It was reported by staff members that the main goal of the Chinese students was to acquire English as soon as possible, while retaining their ability to read and write in Chinese.

Due to a decline in the number of eligible students at the proposed Hillcrest site, the project proposal was modified to include Andrew Jackson High School. According to staff at Andrew Jackson, 96 Haitian Creole-speaking LEP students were identified for the program. Ten of these were illiterate, and five were "very weak" in their native language. The remaining students ranged from highly literate to those in need of

remediation. The English language proficiency for these students was generally very low.

Table 1 presents native language and country of birth information for program students at William C. Bryant and John Bowne High Schools. (No data were submitted for students at Andrew Jackson.)

Fifty percent of all program students reported were in the tenth grade. There were only eight participating students in grade twelve, and twelfth graders were served only at John Bowne. Of the program students reported, the numbers of male and female students were roughly equal for grades nine and ten, but there were more than twice as many males as females in grades eleven and twelve. About 40 percent of all program students were one or more years overage for their grade placement. Tables 2, 3, and 4 present information on program students by sex, grade, age, and time spent in the program.

TABLE 1

Number and Percent of Program Students[a] by

Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	6	4
	Dominican Republic	4	2
	Cuba	2	1
	Mexico	1	Less than 1
	Guatemala	2	1
	Costa Rica	1	Less than 1
	El Salvador	1	Less than 1
	Colombia	26	15
	Ecuador	12	7
	Peru	2	1
	Chile	2	1
	Bolivia	1	Less than 1
	Paraguay	1	Less than 1
	Venezuela	2	1
	Spain	3	2
	United States	20	12
Asian	People's Republic of China	29	17
	Taiwan	40	23
	Hong Kong	12	7
Other	Italy	1	Less than 1
	Greece	1	Less than 1
	Other "European"	2	1
	TOTAL	171	100

[a]No data were submitted for students at Andrew Jackson High School.

- Fifty percent of the program students reported are native speakers of Spanish. The two largest groups of Hispanic students were born in Colombia and the United States.

- Forty-seven percent of the program students were Asian-born. Eighty percent of the students in this group reported Mandarin as their native language. The remaining Asian-born students are native speakers of Cantonese.

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TABLE 2

Number and Percent of Program Students[a] by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	27	51	26	49	53	31
10	42	51	40	49	82	48
11	8	29	20	71	28	16
12	2	25	6	75	8	5
TOTAL	79	46[b]	92	54[b]	171	100

[a]No data were submitted for students at Andrew Jackson High School.

[b]Percent of program students.

- The numbers of male and female students are roughly equal in grades nine and ten. In grades eleven and twelve there are more than twice as many females as males.
- Most students are in the tenth grade.

TABLE 3

Number of Program Students[a] by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	**9**	3	0	0	12
15	**22**	**16**	2	0	40
16	12	**34**	**3**	0	49
17	6	23	**10**	**2**	41
18	4	2	8	**0**	14
19	0	4	1	3	8
20	0	0	1	2	3
21	0	0	1	1	2
22	0	0	2	0	2
TOTAL	53	82	28	8	171

Note. Shaded boxes indicate expected age range for grade

[a]No data were submitted for students at Andrew Jackson High School

All Overage Students

Number	22	29	13	6	70
Percent	41	35	46	75	41

John Bowne High School

Number	5	11	10	6	32
Percent	22	35	52	75	40

William C Bryant High School

Number	17	18	3		38
Percent	57	35	33		42

- Forty-one percent of the program students are overage for their grade
- The highest percentage of overage students is in grade twelve (75 percent)

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TABLE 4

Time Spent in the Bilingual Program[a]

(As of June, 1984)

Time Spent in Bilingual Program	Number of Students[b] Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	23	7	0	0	30
1 Academic Year	22	34	14	0	70
2 Academic Years[c]	0	9	7	2	18
3 Academic Years[c]	0	0	2	1	3
4 Academic Years[c]	0	0	1	4	5
5 Academic Years[c]	0	0	0	1	1
Total	45	50	24	8	127

[a]Rounded to the nearest year.

[b]No data were submitted for students at Andrew Jackson High School or for 44 students at John Bowne High School and William C. Bryant High School.

[c]Refers to participation in previous bilingual program.

- Seventy students (55 percent) have been in the program for one academic year.
- Thirty students entered the program during the school year.

III. INSTRUCTIONAL COMPONENT

ENGLISH AS A SECOND LANGUAGE

All three project sites had established tax-levy E.S.L. programs prior to the inception of Project CAREERS. At Bryant, there were seven E.S.L. teachers providing several sections and levels of E.S.L. instruction. Three of the E.S.L. teachers were supported with New York State P.S.E.N. (Pupils with Special Educational Needs) monies, three through tax-levy dollars, and one from Chapter I monies. The E.S.L. teachers worked with the bilingual content-area and foreign language teachers as a strongly meshed group under the supervision of the assistant principal for foreign language education.

Of the total 2,800 students at Bowne, 500 were attending E.S.L. classes. Newly admitted LEP students completed an E.S.L. sequence followed by modified English classes. In addition, the CAREERS resource specialist provided one hour of E.S.L. tutoring after school.

Andrew Jackson offered beginning, intermediate, and advanced levels of E.S.L. instruction to its LEP population.

NATIVE LANGUAGE ARTS

Bryant had institutionalized a native language arts program in Spanish which included eleven sections of Spanish language arts classes.

At John Bowne, the CAREERS resource specialist taught the only class of native language arts available for the Chinese students. When these students were interviewed, they said they were satisfied with the course and with the career guidance provided by the resource teacher. Both the resource specialist and the educational assistant reported plans to

expand the Chinese native language arts program to a two-year sequence with a formal curriculum during the following year.

Due to the late implementation of the project at Andrew Jackson (March 1984), this school had not yet instituted native language arts courses in Haitian Creole, although French language classes were available for qualified students.

INSTRUCTION IN THE CONTENT AREAS

In the content areas, Bryant offered tax-levy courses in mathematics, general biology, and social studies taught bilingually to Spanish-speaking students.

At John Bowne, no bilingual instruction in the content areas was offered for the Chinese students. Instead, project students attended modified social studies and biology classes.

At Andrew Jackson, no bilingual content-area classes were offered for project students. It was reported to the evaluation team, however, that Bowne and Jackson were developing bilingual courses to meet the needs of the CAREER students.

BILINGUAL CAREER AWARENESS AND TRAINING

To address this objective of the proposal, the staff at Bryant established a resource center, open four periods per week, that served approximately 90 project students through peer tutoring and career and guidance classes. Project staff at this site also developed individual career planner profiles for each student. In addition, on April 30, project staff held the first Annual Career Seminar for bilingual students with speakers from public service, health, business, and education careers.

The CAREERS staff at Bowne provided college and career guidance to the program seniors and had established links with Queensborough College and St. John's University. The project resource specialist and educational assistant spent a great deal of time assisting students in obtaining and completing college and scholarship applications.

At Andrew Jackson, due to the difficulties in identifying a Haitian Creole-speaking resource specialist, this program component was still at the stage of conceptualization.

The project also proposed to supply each participating site with a microcomputer to provide each student with computer-assisted instruction. According to the project director, the project purchased three Apple IIE microcomputers, but they had not been delivered at the time of the evaluation visits.

IV. NON-INSTRUCTIONAL COMPONENT

STAFF DEVELOPMENT

The project proposed to provide a series of training sessions to meet the needs of participating staff members. These sessions were to include pre- and in-service workshops, conferences, and undergraduate and graduate courses at local universities. The evaluation team found no evidence of staff development at any project site nor were any activities for participating staff reported by the project director.

The director and coordinator did attend state and local conferences and workshops on bilingual education, and the coordinator participated in a two-day audio-visual training seminar.

CURRICULUM AND MATERIALS DEVELOPMENT

The project proposed to develop materials in E.S.L., native language arts, and the content areas. According to the project director, curriculum development is planned for summer, 1984 and for the second project year.

E.S.L./AMERICANIZATION CLASSES

At the time of the evaluation visits, none of the schools had yet established the proposed E.S.L./Americanization classes for parents and siblings of participating students. However, strong communication channels had been opened between school and parents through the efforts of the resource specialists at Bryant and Bowne. Andrew Jackson's project staff was starting to develop these important links with the parents of bilingual students.

PROJECT DISSEMINATION

The project proposed to disseminate information about its activities through bilingual newsletters, periodic staff and parental meetings, telephone calls, intervisitations, and informal discussions among staff members and parents. As previously stated, no bilingual materials were developed during the first project year. Staff at Bryant and Bowne expressed intentions of developing curriculum materials for student and parental courses and disseminating these materials in the following year.

However, there was very little evidence of intra-program articulation. Staff at both Bryant and Bowne expressed the need for more contact with the central office and with the resource specialists located at the other sites.

V. STUDENT ACHIEVEMENT

The following section presents the assessment instruments and procedures used in evaluating the attainment of program instructional objectives (see page 3).

ENGLISH AS A SECOND LANGUAGE

The assessment instrument used for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 5 presents the test results for all project students at John Bowne and William C. Bryant High Schools who were pretested and posttested with the same test level during each semester.

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*Board of Education of the City of New York, Division of High Schools, 1978.

(No data were submitted for students at Andrew Jackson High School.) The project reported 117 students to be taking E.S.L. and 51 students to be taking transitional or mainstream classes. The reporting rate for CREST data was very low: 27 students (23 percent) in the fall and 79 students (67 percent) in the spring.

The project proposed that students would master an average of one CREST objective per month of instruction. Overall, the program objective was met both semesters. Students mastered an average of 1.6 and 1.5 CREST objectives in the fall and spring, respectively.

In the fall, an average of approximately 1.9 CREST objectives per month were mastered by students who were tested on Levels I and II. The rate of mastery for students who were tested on Level III was approximately 0.9 CREST objectives per month. In the spring, students who were tested on Levels I and II mastered an average of 1.7 CREST objectives per month, while students tested on Level III mastered 0.8 CREST objectives per month.

Table 6 presents spring CREST results by school. As CREST data were reported for only 27 students in the fall, these results are not included in the table.*

In the spring, the objective was met by all students at William C. Bryant and Level I and II students at John Bowne. Examination of Table 6 reveals that in the spring, an average of approximately 1.1 CREST

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*Fall CREST data were available for eight students from John Bowne. All of these students were tested on Level I and mastered an average of 2.1 CREST objectives per month. Fall CREST data were available for 19 students from William C. Bryant. They mastered an average of 1.4 CREST objectives per month.

objectives per month were mastered by John Bowne students who were tested on Levels I and II. The rate of mastery for those students who were tested on Level III was approximately 0.5 CREST objectives per month.

Students from William C. Bryant performed somewhat better on the CREST than did their counterparts from John Bowne High School. Students tested on Levels I and II mastered an average of approximately 2.1 CREST objectives per month. Approximately 1.5 CREST objectives per month were mastered by students who were tested on Level III.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Project Students at John Bowne and William C. Bryant High Schools*
Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered**	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	13	8.0	14.9	6.9	3.0	2.3
II	9	13.4	16.9	3.5	3.0	1.2
III	5	5.6	8.2	2.6	3.0	0.9
TOTAL	27	9.4	14.3	4.9	3.0	1.6
			Spring			
I	36	10.2	15.8	5.6	3.0	1.9
II	22	12.9	18.0	5.1	3.3	1.5
III	21	6.7	9.4	2.7	3.2	0.8
TOTAL	79	10.0	14.7	4.7	3.1	1.5

*No data were submitted for students at Andrew Jackson High School.

**Posttest minus pretest.

- Overall, students met the proposed criterion of mastering one CREST objective per month of instruction both semesters.
- More students were reported as pretested and posttested in the spring than in the fall.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

SPRING

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			John Bowne			
I	8	12.3	16.6	4.3	3.6	1.2
II	13	14.8	19.1	4.3	3.8	1.1
III	11	7.9	9.8	1.9	3.8	0.5
TOTAL	32	11.8	15.3	3.5	3.8	0.9
			William C. Byrant			
I	28	9.6	15.6	6.0	2.8	2.1
II	9	10.2	16.3	6.1	2.7	2.3
III	10	5.4	8.9	3.5	2.4	1.5
TOTAL	47	8.9	14.3	5.4	2.7	2.0

*Posttest minus pretest.

•The project objective was met by all students at William C. Bryant, and Level I and II students at John Bowne.

NATIVE LANGUAGE ARTS

The project proposed that students would demonstrate a significant increase in Haitian Creole, Spanish, or Chinese language achievement. As data relating to achievement in native language were not provided, the objective could not be assessed.

CONTENT-AREA AND BUSINESS/HEALTH COURSES

The project proposed that 80 percent of the students would achieve a grade of at least 75 percent in content-area and business courses. Table 7 presents the success rates for project students enrolled in mathematics, science, social studies, and business/health careers courses by grade in the fall and spring. Data were reported for the fall and spring semesters for John Bowne and for the spring semester for William C. Bryant. No data were reported for students at Andrew Jackson High School.

The overall success rates of students who were reported as enrolled in mathematics classes were 64 percent in the fall and 33 percent in the spring. The overall success rates in science courses were 31 percent in the fall and 35 percent in the spring. The overall success rates in social studies courses were 49 percent in the fall and 43 percent in the spring. Finally, the overall success rates for students enrolled in business courses and courses related to health careers were 67 percent in the fall and 27 percent in the spring. The proposed objective of 80 percent mastery rates was not met by students at either site. The low success rate can be explained in part, by the relatively high (75 percent) criterion set as the program objective.

TABLE 7

Number of Project Students Attending Courses and Percent Achieving a Grade of at least 75 on Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Mastery	Grade 10 N	Grade 10 % Mastery	Grade 11 N	Grade 11 % Mastery	Grade 12 N	Grade 12 % Mastery	Total N	Total % Mastery
Fall				John Bowne High School						
Mathematics	14	57	24	58	17	77	6	66	61	64
Science	15	27	26	15	19	47	5	60	65	31
Social Studies	14	29	26	39	17	77	4	75	61	49
Business/Health Careers	9	56	7	71	7	71	1	100	24	67
Spring				John Bowne and William C. Bryant High Schools						
Mathematics	42	24	81	30	27	52	3	67	153	33
Science	38	29	72	29	27	52	2	100	139	35
Social Studies	47	32	73	33	25	72	1	100	146	43
Business/Health Careers	25	16	54	28	13	39	1	100	93	27

•Students were unable to reach the 80 percent criterion in either semester.

ATTITUDE TOWARD SCHOOL AND CULTURAL HERITAGE

Two attitude scales were used by the program staff in order to assess the students' attitudes toward their cultural heritage and toward school. The Language Cultural Heritage Scale was used to test the former attitude, while a five-point scale inventory was used to measure students' interest in continuing education beyond their present grade. Program objectives called for an 80 percent "passing rate," i.e., an improvement of one scale level on both of these measures between pretest and posttest.

Results were reported for project students at John Bowne and William C. Bryant and are presented in Table 8. Project students at John Bowne met the proposed objective on both attitude scales; however, there was insufficient improvement on both instruments at William C. Bryant.

TABLE 8
Student Performance on Attitude Scales

School	Percent Passing Cultural Heritage Attitude Scale	Percent Passing Continued Education Attitude Scale
John Bowne	88%	80%
William C. Bryant	59%	52%

DROP-OUT

The project proposed that participating students would demonstrate a drop-out rate that was 10 to 15 percent less than that of the school-wide population. As these data were not provided, this objective could not be assessed.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

William C. Bryant and John Bowne High Schools developed differing programs due to the specific characteristics of their students, the abilities of staff members, and the availability of school resources. Each conceptualized and took great measures to implement project CAREERS in a manner appropriate to the populations concerned. Activities which directly served students were in place at both sites. Support systems for staff, parents, and materials development were planned for the following year.

Andrew Jackson High School identified 96 students to participate in the bilingual program and was in the process of identifying a resource teacher fluent in Haitian Creole.

Project CAREERS students for whom CREST data were reported surpassed the proposed objective of one CREST objective mastered per month. Students mastered an average of 1.6 (fall) and 1.5 (spring) objectives per month. However, the reporting rate for William C. Bryant and John Bowne High Schools was 23 percent in fall and 67 percent in spring; no data were submitted for Andrew Jackson High School.

Program students did not meet the objective of 80 percent achieving a grade of 75 or higher in content-area and business/health careers. The rates of students meeting the criterion grade of 75 ranged from 27 to 67.

Students at John Bowne met the objective of 80 percent showing improvement in attitude toward cultural heritage and continued education.

Students at William C. Bryant High School did not meet the objective.

No data were provided to assess the native language arts and dropout rate objectives.

RECOMMENDATIONS

Based on interviews with project staff and students, in addition to visits to all three sites, the evaluation team offers the following recommendations:

1. Site Selection. The Division of High Schools, which is responsible for the implementation of projects at a central level, should consider entering into a more formal agreement with schools which elect to participate in centrally-administered multiple-site programs. This agreement might make explicit the school resources which will be provided as a basis for project functioning. This identification of needs and allocation of resources would serve to avoid situations where no proposed tax-levy instructional services are offered in the content-areas (such as at Andrew Jackson), or in which project staff members find themselves having to supplant these tax-levy functions and working outside the scope of the project as proposed in order to address student needs. Title VII can and does provide capacity-building and support for schools through central projects, but in turn, the accompanying commitment should be made by the participating schools.

2. Role of the Central Administration. Implementation of a central program across a variety of school sites appears to be facilitated when the central staff can play an active leadership role, disseminating information about the project, providing training and support to classroom teachers, and formulating policy which may be then implemented

through the collaboration of school administrators. This implies that central project directors need to be able to spend sufficient time communicating with school administrators, project staff members, and school teaching staffs in the participating schools. Areas of potential coordination and agreement are the allocation of resources, discussed above, and the formulation and supervision of a language use policy for instruction. It should be noted, however, that the optimal staffing of a central project includes a project director or coordinator who has sufficient time to perform these functions. If such projects depend upon the services of an individual who has multiple administrative responsibilities, this articulation with the field is likely to be attenuated because of conflicting administrative demands.

It was noted by the evaluation team that at each site, communication between the assistant principal in charge of the program, the resource specialist, and the project director occurred on a very irregular basis. This lack of articulation was also mentioned by the Title VII personnel at the three sites. Without such contact with the field, on-site personnel stand a greater chance of being absorbed into the priorities of school administrators, and these often differ from those of the project proposal.

3. Magnet Programs. Central Board of Education decision-makers, in an effort to serve dispersed groups of LEP students, might consider developing magnet programs at chosen high school sites, with the cooperation of the principal(s), where services might be more effectively delivered to smaller language groups with varying subpopulations.

4. Staff Development. Since there was very little staff development documented for in-house training, the Title VII staff should be encouraged to enroll in university courses in addition to participating in the numerous conferences and activities sponsored by local, state, and federal bilingual agencies.

5. Parental Involvement. Continuing efforts should be made to involve parents in program activities. Parent newsletters should be developed. Parents could also be involved in extracurricular cultural activities such as international night and ethnic holidays. In addition, the proposed parent E.S.L./Americanization classes should be initiated during convenient hours so that families could be introduced to American culture in such a way that they can support their children's education more effectively, as well as participate more fully in U.S. society.

6. Curriculum Development. During the project's second year, curriculum materials in the content areas, E.S.L., and native language arts should be developed as proposed. Greater communication should be sought with other bilingual programs in the metropolitan area serving similar populations to avoid duplication of efforts.

7. Microcomputers. As proposed, a computer should be provided at each site and employed for computer-assisted instruction. Student profiles could also be created, thus ensuring the identification of those students most in need of program services. The computer would also assist the staff in maintaining up-to-date bilingual reference materials.

8. William C. Bryant High School. The bilingual program staff at this site needs to develop further the project's career component by expanding the resource room to include career information for students' use and by establishing linkages with college and universities.

9. John Bowne High School. The native language arts course at this site should be expanded from one year to at least a two-year sequence. In addition, existing and new native language arts curriculum materials should be formalized.

In addition, bilingual courses in the content areas should be initiated for Chinese-speaking students at Bowne as proposed.

The resource specialist and the educational assistant at Bowne should be commended for their individualized assistance to Chinese LEP pupils -- both new entrants and career aspirants. Their services could be further expanded via computerized profiles and networking with other Chinese bilingual high school programs in the city. Finally, the school administration should allocate the space for the proposed project resource room. William Bryant, the only site to have a resource room, serves as an example of the benefits derived from setting aside such space.

10. Andrew Jackson High School. Once all positions have been filled at this site, project staff should continue to develop the program with support from the project director and the staff at the other two project schools. Efforts might be made to seek/share materials and experiences with staff at other Haitian Creole bilingual programs in the area.

11. Data Collection and Reporting. The program should implement better data collection practices so that objectives in native language arts and dropout rates can be addressed.

12. Evaluation Objectives. The objective for content areas and business/health careers should be reformulated to more realistically reflect passing rates at other high school bilingual programs. The mastery criterion might be changed to 65, which is the normal passing grade in high schools. In addition, an 80 percent success rate may still be found to be high; 75 percent might be more realistic. The criterion might best be set by comparing program student achievement to that of non-program students in similar mainstream courses.